

Music Progression of Skills



OUR VISION FOR TREWIRGIE INFANTS' SCHOOL

'We care, we help, we succeed'

OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.



At Trewirgie Infants' School we believe that Music is an essential part of life, integral in the development of the whole person. Our school gives our children the opportunity to engage in musical experiences which we believe is crucial for the development of the whole child and we aim to give children a lifelong love of music. Engaging in music supports the development of all aspects of a child's learning, from the physical action of using an instrument and the mathematical skills needed to keep a pulse beat, to the listening to the wide variety of sounds created by both voice and instruments. These abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. At our school, children have access to music through regular classroom activities and formal music lessons. Our school uses the Collins programme "Music Express" to support the learning of each strand of the Music curriculum.

INTENT (curriculum design, coverage and appropriateness)	IMPLEMENTATION (curriculum delivery, teaching and assessment)	IMPACT (attainment and progress)
<p>At Trewirgie Infants' School we believe music is inclusive and accessible to all. We want children to develop a lasting love of music through being exposed to different genres, composers, and styles of music through high quality examples that are performed through live experiences or technology. We wish them to experience the sounds of different instruments through demonstrations and real-life experiences where possible. Most importantly we want to inspire our children to be creative by providing them with high quality teaching. At Trewirgie, we want the children to: develop the skills to be confident communicators, sharing ideas, planning independently and collaboratively musically.</p> <p>We want our children to practice and feel confident performing and sharing their work and skills with others and to develop a deep and lasting love of learning and listening to music.</p>	<p>The music curriculum is delivered through both class music lessons taken from Music Express and a weekly whole school singing assembly. Singing is inclusive to all children and adults with warmups and fun action songs being introduced through this singing assembly, and on occasions instruments and musical elements such as pitch and rhythm are discussed. A special Trewirgie School song is also learned during these times and music is often played when entering and exiting the hall to create a calm, relaxed atmosphere.</p> <p>The children at Trewirgie participate in school performances such as a Harvest assembly, EYFS nativities, a Key Stage 1 Christmas production, and an end of year show by Year 2. As members of the Music Hub we are involved in joint productions with other schools in the area and the annual Hub event.</p> <p>Music is very cross curricular and is intricately linked to the term's topics. Our curriculum map shows the skills progression throughout the school with planning that builds on previous knowledge and skills to ensure each child progresses during their time with us from their various starting points. Year group planning is allowing children to gain knowledge, master skills, plan, prepare and perform.</p>	<p>At Trewirgie our children show a love of music in various forms, from EYFS pupils using their stage to perform to their peers in the playground to Key Stage 1 children singing skipping rhymes and current popular songs during their playtimes. Each child has the desire to listen to and to perform music whilst being inspired and curious about different genres of music.</p> <p>Pupil conferencing shows children are happy, engaged, creative, enthusiastic, and motivated to do well and are challenged.</p> <p>Learning walks by subject leader, senior leadership team, governors, or external visitors shows evidence of our intent in action and progress.</p> <p>Evidence of learning is shown with photographs, video and recordings alongside planning and end of Music Express unit assessments.</p> <p>Children will have an appreciation of how music can contribute to mood, relaxation, mental health, and wellbeing.</p> <p>High quality performances are shared with fellow pupils in assemblies and classes and with parents during termly presentations.</p>

Singing

National Curriculum aim:

All pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • I can sing a few familiar songs • I can use my voice in many ways • I can copy and perform simple rhythm patterns. 	<ul style="list-style-type: none"> • I can sing with contrasting high and low melodies (Unit3) • I can control vocal dynamics, duration and timbre(Unit 4) • I can sing a song together as a group(Unit 7) • I can combine my voice and movement to perform a chant and song(Unit 11) • I can use my voice to create descriptive sounds (Unit 12) 	<ul style="list-style-type: none"> • I can chant and sing in 2 parts while playing a steady beat (Unit 4) • I can sing with expression, paying attention to the pitch shape of the melody (Unit 8) • I understand pitch through singing, movement and note names (Unit 11)

Playing Instruments

National Curriculum aim:

All pupils to play tuned and un-tuned instruments musically

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • I can clap to the pulse beat. 	<ul style="list-style-type: none"> • I can explore and control dynamics, duration and timbre with instruments (Unit 4) • I can play percussion instruments at different speeds (Unit 5) • I can play and control changes in tempo (Unit 5) • I can explore sounds on instruments and find different ways to vary their sound (Unit 8) • I can play fast, slow, loud and quiet sounds on percussion instruments (Unit 9) • I can use instruments to create descriptive sounds. 	<ul style="list-style-type: none"> • I can listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) • I can play pitch lines on tuned percussion (Unit 5) • I can accompany a song with vocals ,body percussion and instruments (Unit 8) • I can use instruments expressively in response to visual stimuli (Unit 12)

Improvising & Exploring

National Curriculum aim:

All pupils to experiment with, create, select and combine sounds using the inter-related dimensions of music

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> I can explore sounds on instruments and match the sounds to instruments. 	<ul style="list-style-type: none"> I can improvise descriptive music (Unit 4) I can respond to music through movement (Unit 4) I can create a soundscape using instruments (Unit 7) I can explore different sound sources and materials (Unit 7) I can explore sounds on instruments and find different ways to vary their sound 	<ul style="list-style-type: none"> I can explore timbre and texture to understand how sounds can be descriptive (Unit 3) I can combine sounds to create a musical effect in response to visual stimuli (Unit 7) I can explore voices to create descriptive musical effects (Unit 7) I can explore different ways to organise music (Unit 10)

Composing

National Curriculum aim:

All pupils to experiment with, create, select and combine sounds using the inter-related dimensions of music

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> I can begin to recognise familiar patterns within tunes. I can identify a repeated chorus. I can identify the beginning and end of a piece of music. 	<ul style="list-style-type: none"> I can invent and perform new rhythms to a steady beat (Unit 10) I can create, play and combine simple word rhythms (Unit 11) I can create a picture in sound (Unit 12) 	<ul style="list-style-type: none"> I can compose music to illustrate a story (Unit 9) I can perform and create simple 3 & 4 beat rhythms using a simple score (Unit 10)

Listening

National Curriculum aim:

All pupils to listen with concentration and understanding to a range of high-quality live and recorded music

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> I can identify when sounds in music change. I can respond to different moods of music, in different ways I enjoy listening and responding to music. 	<ul style="list-style-type: none"> I can identify changes in pitch and respond to them with movement (Unit 6) I can understand how music can tell a story (Unit 9) I can understand musical structure by listening and responding through movement (Unit 12) I can listen in detail to a piece of orchestral music and identify some instruments (Unit 6) 	<ul style="list-style-type: none"> I can match descriptive sounds to images (Unit 3) I can listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4) I can listen in detail to a piece of orchestral music and identify how it depicts a season (Unit 9) I can listen, describe and respond to contemporary orchestral music (Unit 12)

Appraising

National Curriculum aim:

All pupils to listen with concentration and understanding to a range of high-quality live and recorded music

EYFS	YEAR 1	YEAR 2
<ul style="list-style-type: none"> I can say what I like and dislike about different songs or parts of songs. I can say how music makes me feel I can describe some music using appropriate musical vocabulary. 	<ul style="list-style-type: none"> I can identify a sequence of sounds (Structure) in a piece of music (Unit 4) I can identify 'metre' by recognising its pattern (Unit 8) I can identify a repeated rhythm pattern (Unit 10) 	<ul style="list-style-type: none"> I can identify ways of producing sounds by shakings, striking or plucking (Unit 3) I can identify rising and falling pitch (Unit 8) I can use simple musical vocabulary to describe music (Unit 12)

	EYFS	YEAR 1	YEAR 2
Autumn (Fairy	<p>Going Places</p> <p>The unit <i>Going places</i>, focuses on the EYFS PRIME Area of Learning and Development for Communication and language, although it also impacts on the other areas of learning. This unit gives children the opportunities to experience a rich language environment through speaking and listening, and to develop their confidence and skills in expressing themselves</p> <p>Special people</p> <p>The unit <i>Special people</i> focuses on the EYFS PRIME Area of Learning and Development for Personal, social and emotional development, although it also impacts on the other areas of learning. This unit helps children to develop a positive sense of themselves, to form relationships and respect for others, as well as developing social skills and the ability to manage their feelings.</p> <p>Christmas Production-Performing</p>	<p>Ourselves-Unit 1</p> <p>The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story</p> <p>Animals-Unit 3</p> <p>The children develop an understanding of pitch through using movement, voices, and instruments. They identify contrasts of high and low pitches and create animal chant sounds and sequences.</p> <p>Storytime-Unit 9</p> <p>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>Christmas Production-Performing</p>	<p>Ourselves-Unit 1</p> <p>The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance.</p> <p>Animals-Unit 5</p> <p>The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments.</p> <p>Storytime-Unit 7</p> <p>The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.</p> <p>Christmas Production-Performing</p>

<p>Spring(Let's go on an adventure)</p>	<p>Growth & Change</p> <p>The unit Growth and Change focuses on the EYFS PRIME area of learning and development for Physical development, although it also impacts on the other areas of learning. This unit provides children with the opportunity to be active and interactive, and to develop their co-ordination, control and movement.</p> <p>Stories & Sounds</p> <p>The unit Stories and sounds focuses on the EYFS SPECIFIC Area of Learning and Development for Literacy, although it also impacts on the other areas of learning. This unit encourages children to link sounds and letters together and to begin to read and write, by using a variety of reading materials such as books, poems, chants etc.</p> <p>Working Worlds (can be slotted into curriculum at any stage appropriate)</p> <p>The unit Working World focuses on the EYFS SPECIFIC Area of Learning and Development for Understanding the world, although it also impacts on the other areas of learning. This unit guides children to make sense of their physical world and their communities. The unit provides opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<p>Seasons-Unit 6</p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p>Travel- Unit 11</p> <p>The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Our bodies- unit 10</p> <p>The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p>Seasons-Unit 8</p> <p>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</p> <p>Travel- Unit 12</p> <p>The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.</p> <p>Our bodies- Unit 4</p> <p>The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments</p>
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<p>Complete lessons on Stories & Sounds</p> <p>Moving Patterns</p> <p>The unit <i>Moving patterns</i> focuses on the EYFS SPECIFIC Area of Learning and Development for Mathematics, although it also impacts on the other areas of learning. This unit provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems.</p> <p>Complete lessons on Growth & Change</p> <p>Our Senses</p> <p>The unit <i>Our Senses</i> focuses on the EYFS SPECIFIC Area of Learning and Development for Expressive arts and design, although it also impacts on the other areas of learning. This unit enables children to explore and play with a wide range of media and materials. It also provides them with opportunities for sharing their thoughts, ideas and feelings through art, music, movement, dance, role-play, and design and technology.</p>	<p>Weather-Unit 4</p> <p>The children use voices, movement, and instruments to explore different ways that music can be used to describe the weather.</p> <p>Pattern-Unit 8</p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.</p> <p>Water-Unit 12</p> <p>The children use voices, movement, and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Our schools-Unit 7</p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography</p>	<p>Weather-Unit 9</p> <p>The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.</p> <p>Pattern-Unit 8</p> <p>Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.</p> <p>Water-Unit 12</p> <p>The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond.</p> <p>Our Land - Unit 7</p> <p>Children explore timbre & texture as they listen to and explore descriptive sounds and perform music inspired by myths.</p>
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EYFS- Going Places	YEAR 1-Ourselves	YEAR 2-Ourselves
<p style="text-align: center;">DETAILED LESSON PLANS ARE FOUND IN MUSIC EXPRESS</p> <p style="text-align: center;">General musical focus - high and low (Pitch)</p> <p>Noah</p> <ul style="list-style-type: none"> • Perform a rap using high and low vocal and instrumental sounds to represent different animal voices. <p>Jack-in-the-box</p> <ul style="list-style-type: none"> • Sing songs with high and low notes reinforced with matching hand or body positions. 	<p>The entire unit builds on EYFS understanding of high and low from "Going Places"</p> <p>Lesson 1</p> <p>Intent: L.O: Create and respond to vocal sounds.</p> <p>Implementation: Chase the sound Play a game for exploring the pitch of a vocal sound Start with singing Explore vocal sounds and add them to a song Playing at the park Add high, low and sliding vocal sounds to a song See detailed Music express planning</p> <p>Future learning: Exploring vocal & musical sounds to express feelings.</p> <p>Lesson 2</p> <p>Intent: L.O: To explore how to change vocal sounds.</p> <p>Implementation: Say it... Perform a poem that demonstrates different ways of using the voice</p> <p>Glad to be me - Learn a happy song and add whole body actions</p> <p>Glad to be me performance - Choreograph an action song performance. See detailed Music express</p>	<p>The entire unit builds on the Y1 focus of exploring sounds by using voices expressively and developing skills of singing while performing actions.</p> <p>Lesson 1</p> <p>Intent: L.O: To Create and respond to vocal sounds and body percussion.</p> <p>Implementation: Feeling vocal Explore vocal sounds we use to express feelings I like... Add vocal and instrumental sounds to a poem performance If you're feeling blue Add vocal sounds and body percussion to a song See detailed Music Express planning</p> <p>Future learning: Children will explore ways of recording pitch.</p> <p>Lesson 2</p> <p>Intent: L.O: To Developing the use of vocal sounds to express feelings.</p> <p>Implementation: If you're feeling blue again Add vocal sounds and body percussion to a song Duet for two cats Take turns to express meaning without words Draw the cats'</p>

The three bears

- Perform a rap with high, medium, and low vocal sounds.

planning

Future learning: using graphic notation to record simple pitch

Lesson 3

Intent: L.O: To explore descriptive sounds using vocal and body percussion.

Implementation: Show me one click Perform a body percussion song A surprise meeting Add expressive vocal sounds and body percussion to a story A surprise ending Explore the expressive effect of a different ending to a story **See detailed Music Express planning**

Future learning: children to use their voice to express different pitch and create different moods.

conversation Draw a new cats' conversation and show how the voices move higher and lower in pitch and are long and short in length **See detailed Music Express planning**

Future learning: to explore different way to record pitch

Lesson 3

Intent: L.O: To Understanding how mood can be expressed using the voice and the structure of call and response songs.

Implementation: John Kanaka and the ghosties Match sounds to mood John Kanaka response Add body percussion and instruments to a call and response song John Kanaka call and response Perform a call and response song, expressing mood with voices **See detailed Music Express planning**

Future learning: to explore different ways to record pitch.

EYFS - Going Places (continued)	YEAR 1-Animals	YEAR 2-Animals
<p>Popcorn</p> <ul style="list-style-type: none"> • Sing a song with steps and leaps, accompanied by pitched instruments. <p>Rhyme time</p> <ul style="list-style-type: none"> • Sing high and low notes, and develop listening skills through matching movement to pitch. <p>Mousie Brown</p> <ul style="list-style-type: none"> • Sing stepping notes that move up and down accompanied by tuned percussion and hand actions. 	<p>The 3 lessons in this topic continue to build on EYFS musical focus high and low</p> <p>Lesson 1</p> <p>Intent: L.O: To understand pitch and make high and low vocal sounds.</p> <p>Implementation: Noises in the night - move like an animal in response to a song Bears in the wood - perform a chant with sound effects in a high- and low-pitched voice Animal sounds - compare the pitch of different animal sounds using voices See detailed Music express planning</p> <p>Future learning: Exploring pitch using whole body movement and voice.</p> <p>Lesson 2</p> <p>Intent: L.O: To understand pitch by singing a song with contrasting high and low melodies.</p> <p>Implementation: I'm a little egret - Perform a song at a high and low pitch The crab and the egret - Listen to Chinese instrumental music describing an egret and a crab Crab and egret instruments - accompany The Crab and the egret using classroom percussion. See detailed Music express planning</p> <p>Future learning: children will identify pitch in music.</p>	<p>This entire unit builds on Y1 development of understanding pitch through using voices and instruments.</p> <p>Lesson 1</p> <p>Intent: L.O: To listen and respond to a steady beat through movement.To identify and respond to changes in pitch, upwards and downwards</p> <p>Implementation: The lion sleeps tonight - perform actions in time to the beat in a piece of music In the jungle - identify and copy changes in the pitch of animal sounds using voices Be the jungle - demonstrate changes of pitch with body movements See detailed Music Express planning</p> <p>Future learning: children will identify and respond to a steady beat.</p> <p>Lesson 2</p> <p>Intent: L.O: To read pitch line notation</p> <p>Implementation: Nosy dog - learn to sing Nosy dog As the crow flies - follow a pitch line using hands then voices Where will the crow go? - create your own pitch line and vocalise to it See detailed Music Express planning</p> <p>Future learning: children will use pitch line</p>

	<p>Lesson 3</p> <p>Intent: L.O: To recognise and perform pitch changes and contrasts</p> <p>Implementation: Mole underground - listen to an animal song and join in with a repeated low-pitch phrase Where do you live?- perform a chant varying vocal pitch and using body movements Animal score - perform a chant varying vocal pitch and following a picture score See detailed Music Express planning</p> <p>Future learning: children will be able to explore pitch using their voices and sing a variety of songs with contrasting high and low melodies.</p>	<p>notation to help interpret music and songs.</p> <p>Lesson 3</p> <p>Intent: L.O: To play pitch lines on tuned percussion and combine pitch change with changes in other elements/dimensions.</p> <p>Implementation: Nosy dog in pictures - invent sounds using voices and tuned percussion to depict pictures Nosy dog pitch lines - create pitch lines to represent a dog travelling in different transport Nosy dog performance - perform 'Nosy dog' with the pitch line compositions See detailed Music Express planning</p> <p>Future learning: pupils will be given opportunities to play tuned instruments musically.</p>
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EYFS – Special People	YEAR 1-Storytime	YEAR 2-Storytime
<p data-bbox="286 320 680 352">Musical learning - Beat & tempo</p> <p data-bbox="147 507 806 576">Hello • Sing echo songs and perform greeting actions and movements to a steady beat.</p> <p data-bbox="147 979 766 1090">Hands, feet and faces • Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.</p> <p data-bbox="147 1246 797 1315">My turn, your turn • Create and perform actions and play instruments to a steady beat.</p>	<p data-bbox="846 260 1496 370">The 3 lessons in this topic build on the previous EYFS learning on beat and tempo in Special People & also texture in Working World.</p> <p data-bbox="846 403 958 432">Lesson 1</p> <p data-bbox="846 464 1435 533">Intent: L.O: To understand how music can tell a story</p> <p data-bbox="846 539 1435 608">To recognise musical terms - fast, slow,loud, quiet.</p> <p data-bbox="846 651 1491 922">Implementation: Which story? Listen to a piece of music and match it to its fairy tale Huff puff click click - Learn to perform sections of a rap with rhythmic vocal sound effects Three little pigs rap performance - Perform a rap with rhythmic untuned percussion sound effects See detailed Music express planning</p> <p data-bbox="846 954 1480 1064">Future learning: children will be able to understand - how music, dance, and drama can combine in storytelling</p> <p data-bbox="846 1098 958 1126">Lesson 2</p> <p data-bbox="846 1158 1487 1227">Intent: L.O: To create music that matches an event in a story (Playing fast, slow, loud, and quiet)</p> <p data-bbox="846 1262 1480 1410">Implementation: Story warm-ups - Explore ways to depict descriptive sentences using percussion The magic porridge pot storyboard - Listen to a musical of a traditional story and identify the events.</p>	<p data-bbox="1525 260 1637 288">Lesson 1</p> <p data-bbox="1525 320 2047 352">Builds on: Yr 1- How music can tell a story</p> <p data-bbox="1525 384 2101 453">Intent: L.O: To Understand how music, dance, and drama can combine in storytelling</p> <p data-bbox="1525 485 2092 595">Implementation: Sound games - Identify two percussion instruments played at the same time by their sound</p> <p data-bbox="1525 627 2069 860">The Nutcracker storyboard - consider how the music reflects the action in The Nutcracker ballet. Our Nutcracker storyboard music - perform music depicting the Nutcracker storyboard See detailed Music Express planning</p> <p data-bbox="1525 892 2101 1002">Future learning: children can begin to identify instruments of the orchestra through pictures and sounds.</p> <p data-bbox="1525 1034 1648 1062">Lesson 2:</p> <p data-bbox="1525 1094 2085 1163">Builds on: Yr1- Create music that matches an event in a story</p> <p data-bbox="1525 1195 2085 1305">Intent: L.O: To create and match descriptive sounds made with the voice. To create descriptive musical effects.</p> <p data-bbox="1525 1337 2069 1406">Implementation: Spooky Spinney - Listen to Spooky Spinney and join in using voices</p>

	<p>Porridge pot music - Add instrumental ideas to the performance of a musical See detailed Music express planning</p> <p>Future learning: children will continue to explore voices to create descriptive musical events.</p> <p>Lesson 3</p> <p>Intent: L.O: To rehearse and perform new songs and chants with others.</p> <p>Implementation: Pieces of porridge - Match four short pieces of music with their spoken phrases</p> <p>Porridge songs - Learn to perform the chant and song from a musical</p> <p>Magic porridge pot - the musical! Perform a musical See detailed Music Express planning</p> <p>Future learning: children will continue to explore sounds to create a musical effect</p>	<p>expressively Spooky scene ideas - create a spooky scene and discuss ideas in preparation for composition What sound is that? - perform vocal sounds from the spooky scene See detailed Music Express planning</p> <p>Future learning: explore songs & poems about places</p> <p>Lesson 3:</p> <p>Builds on: Yr 1 To rehearse and perform new songs and chants with others.</p> <p>Intent: L.O: To perform to an audience.</p> <p>Implementation: Night on the bare mountain - Listen to Night on the bare mountain and discuss how the orchestra creates the scary mood</p> <p>Spooky instruments Explore instrument sounds to describe the characters and objects in your spooky scene</p> <p>Spooky scene performance - combine vocal and percussion sounds to perform your spooky scene See detailed Music Express planning</p> <p>Future learning: to listen to, review & evaluate music, including the works of the great composers.</p>
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EYFS- Growth & Change (Lessons 1-3)	YEAR 1-Seasons	YEAR 2-Seasons
<p><u>General musical focus - loud and quiet (dynamics)</u></p> <p><u>Winter</u></p> <p>Listen to music and respond with hand and whole body movements. Sing a song and join in with a chant that radually gets louder. Explore loud and quiet instrumental sounds.</p> <p><u>Storm</u></p> <p>Listen to a poem and explore hand percussion sounds, which grow louder and quieter. Compose a storm piece for a dance performance.</p> <p><u>Boo!</u></p>	<p>This is another important unit which builds on previous Y1 lessons in the topics Our Selves and Animals, embedding and extending the children's knowledge of pitch.</p> <p><u>Lesson 1</u></p> <p><u>Intent:</u> L.O: To identify changes in pitch and respond to them with movement To contrast changes in pitch with changes in dynamics.</p> <p><u>Implementation:</u> Warm up and cool down - explore changes in dynamics and pitch through body movement Listen at the window - sing a song with vocal sound effects to explore pitch shapes Where are the winter boots? Play a listening game to identify different pitched sounds See detailed Music express planning</p> <p><u>Future learning:</u> To accompany a song with vocal and instrumental ostinato.</p> <p><u>Lesson 2</u></p> <p><u>Intent:</u> L.O: To relate pitch changes to graphic symbols and perform pitch changes vocally.</p> <p><u>Implementation:</u> Down go the seeds - perform an action song with falling and rising pitch patterns Dig Dig Dig - sing a song and play a listening game to observe changes in pitch Let the sun shine high -</p>	<p><u>Lesson 1</u></p> <p><u>Builds on:</u> Yr 1- To. Identify changes in pitch and respond to them with movement.</p> <p><u>Intent:</u> L.O: To accompany a song with vocal and instrumental ostinato.</p> <p><u>Implementation:</u> Round the seasons - learn to sing Round the seasons with Makaton signs for the seasons Round the seasons vocal ostinato - sing an ostinato to accompany Round the seasons .Round the seasons ostinato - transfer the vocal ostinato onto body percussion and percussion See detailed Music Express planning</p> <p><u>Future learning:</u> to communicate through a variety of ways including music, Makaton, own signs and movements.</p> <p><u>Lesson 2</u></p> <p><u>Builds on:</u> Yr1- To relate pitch changes to graphic symbols and performing pitch changes vocally.</p> <p><u>Intent:</u> L.O: To identify rising and falling pitch and perform a rising pitch sequence in a song.</p> <p><u>Implementation:</u> Months of the year calypso -</p>

<p>Explore quiet and loud instrumental and vocal sounds to create a mood. Sing a song with different sounds effects.</p>	<p>learn an action song See detailed Music express planning</p> <p>Future learning: To identify rising and falling pitch and perform a rising pitch sequence in a song.</p> <p>Lesson 3</p> <p>Intent: L.O: To Listen and respond to a falling pitch signal. To listen in detail to orchestral music</p> <p>Implementation: Cuckoo in the tree - sing a song and play a listening game to identify pitch</p> <p>Answer the call - mark a steady beat with body percussion and play a listening game</p> <p>The Cuckoo - listen to 'The Cuckoo' from 'The carnival of the animals See detailed Music Express planning</p> <p>Future learning: To sing with expression, paying attention to the pitch shape of the melody</p>	<p>sing a song to learn the number of days in each month of the year Our Seasons - sing a song and identify rising and falling pitch Seasons rising Perform a rising pitch sequence within a song See detailed Music Express planning</p> <p>Future learning: exploring pitch notation</p> <p>Lesson 3:</p> <p>Builds on: To Listen and respond to a falling pitch signal.</p> <p>Intent: L.O: To Sing with expression, paying attention to the pitch shape of the melody</p> <p>Implementation: Sakura (cherry blossom) Sing a Japanese song, following the pitch shape of the melody The koto Sing a song and play a pitch-recognition game Almond blossom Sing a song and perform actions to reflect rising and falling pitch See detailed Music Express planning</p> <p>Future learning: exploring pitch notation</p>
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EYFS – Stories and Sounds (Lessons 1-3)	YEAR 1-Travel	YEAR 2-Travel
<p style="text-align: center;"><u>General musical focus – structure</u></p> <p><u>Colourful creatures</u></p> <p>Use sound effects, instruments, and puppets to retell stories from songs. Use sound cards to build words.</p> <p><u>Jamaquack jive</u></p> <p>Make up nonsense words and silly sounds to accompany songs and chants.</p>	<p>This unit concentrates on the area of performance and listening skills. It builds on the musical skills in the EYFS unit "Stories & Sounds."</p> <p>Lesson 1:</p> <p>Intent: L.O: To. Combine voices, movement and instruments to perform a chant and a song</p> <p>Implementation: Shoes a-go-go Chant and step to the beat to make the sounds of different footwear New shoes a-go-go Invent lyrics and movements to perform as new verses in a chant We all go travelling by Sing a cumulative action song with improvised body movements See detailed Music express planning</p> <p>Future learning: children respond to a song with movement and use simple musical vocabulary to describe music.</p> <p>Lesson 2:</p> <p>Intent: L.O: To Keep a steady beat on instruments. To create word rhythms.</p> <p>Implementation: Tuk-tuk game Play a game that practises keeping a steady beat Tuk-tuk song Learn to sing a song with rhythmic word patterns Tuk-tuk percussion Learn to perform rhythm patterns in a song on untuned percussion See detailed Music</p>	<p>Lesson 1:</p> <p>Builds on: Yr 1- Combine voices, movement and instruments to perform a chant and a song</p> <p>Intent: L.O: To respond to a song with movement and use simple musical vocabulary to describe music.</p> <p>Implementation: Simama kaa Sing a Tanzanian game song, adding movements to the beat Going to town in a bus Sing a rhyming song and add actions Going to town accompaniment Accompany Going to town on a bus with voices and tuned percussion See detailed Music Express planning</p> <p>Future learning: To explore structure, tempo and dynamics.</p> <p>Lesson 2:</p> <p>Builds on: Yr1- To Keep a steady beat on instruments</p> <p>Intent: L.O: To Combine a steady beat and rhythms to accompany a song (Listening and responding to contemporary orchestral music)</p> <p>Implementation: Simama kaa accompaniments Learn percussion accompaniments to perform with Simama kaa Short ride in a fast machine</p>

<p><u>Sing me a story</u></p> <p>Listen to stories within songs and use costumes and instruments to create performances.</p>	<p>express planning</p> <p>Future learning: To combine a steady beat and rhythm to accompany a song</p> <p>Lesson 3:</p> <p>Intent: L.O: To play and combine simple word rhythms.</p> <p>Implementation: Instruments a-go-go Perform rhythm patterns on untuned percussion with a chant I'm driving in a car Sing a cumulative travelling song with invented actions Going places Identify types of travelling sounds in a piece of music and move in response See detailed Music Express planning</p> <p>Future learning: children prepare and improve a performance using movement, voice and percussion.</p>	<p>Listen to a piece of music and imagine what is being described Our short ride Play a game to practise playing the steady beat and changing tempo See detailed Music Express planning</p> <p>Future learning: To explore structure, tempo and dynamics.</p> <p>Lesson 3:</p> <p>Builds on: Yr1-To play and combine simple word rhythms.</p> <p>Intent: L.O: To prepare and improve a performance using movement, voice and percussion.</p> <p>Implementation: Another short ride Listen for specific instrumental sound in a piece of music Our fast machine score Layer four repeating patterns to create Our fast machine Trip to a theme park Improvise descriptive music following a picture scene. See detailed Music Express planning</p> <p>Future learning: To explore structure, tempo and dynamics.</p>
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EYFS-Special People (Lessons 4-6)	YEAR 1-Our Bodies	YEAR 2-Our Bodies
<p style="text-align: center;"><u>General musical focus - beat and tempo</u></p> <p><u>Happy New Year</u></p> <p>Select sounds and movements and use them expressively within a steady beat, following variable speeds.</p> <p><u>Spider tricks</u></p> <p>Move, sing and play sounds at different speeds.</p>	<p><u>Lesson 1:</u></p> <p>Builds on: EYFS- Sing echo songs and perform greeting actions and movements to a steady beat.</p> <p>Intent: L.O: To. Performing a steady beat at two different speeds (tempi) and respond to change of mood in a piece of music with a slow and fast steady beat.</p> <p>Implementation: Do as I'm doing Practise a steady beat, co-ordinating left and right Slow and creepy Recognise and respond to a steady beat in a song Fast and cheery Recognise and respond to a steady beat at different speeds See detailed Music express planning</p> <p>Future learning: Yr2- To recognise and respond to a rhythm ostinato pattern.</p> <p><u>Lesson 2:</u></p> <p>Builds on: EYS- Perform body actions, movements and sounds to a beat which sometimes stays the same and sometimes gets faster.</p> <p>Intent: L.O: To identify a repeated rhythm pattern</p> <p>Implementation: The toe tap steady beat Use actions to mark the steady beat of a song The toe tap rhythm Identify a recurring rhythm pattern in a</p>	<p><u>Lesson 1:</u></p> <p>Builds on: Yr 1- To respond to change of mood in a piece of music with a slow and fast steady beat.</p> <p>Intent: L.O: To recognise and respond to a rhythm ostinato pattern.</p> <p>Implementation: The waggon passes Recognise and respond to an ostinato Come to the party ~ chorus beat Recognise and respond to steady beat Come to the party ~ verse rhythms Recognise and respond to rhythm See detailed Music Express planning</p> <p>Future learning: Pupils continue to explore tempo and timbre</p> <p><u>Lesson 2:</u></p> <p>Builds on: Yr1-To identify a repeated rhythm pattern</p> <p>Intent: L.O: To Play a steady beat at different tempi on body percussion and instruments.</p> <p>Implementation: Dance of the knights Listen and respond to different steady beats Slowly walks my grandad Listen and respond to three different steady beats Grandad's band</p>

Magic dove

Move, sing and perform actions at speeds which illustrate moods and emotions.

song The keel row Mark the steady beat in a Northumbrian folk tune **See detailed Music express planning**

Future learning: Yr2 To play a repeated rhythm.

Lesson 3:

Builds on: EYS-Create and perform actions and play instruments to a steady beat.

Intent: L.O: To invent and perform rhythm patterns on body percussion to a steady beat.

Implementation: Don't do as I'm doing Practise a steady beat, co-ordinating left and right What's your beat? Perform actions to word rhythm patterns from 'What's your beat?' Click flippety flap clap Create verses for 'What's your beat?' to make new rhythm patterns **See detailed Music Express planning**

Future learning: To Perform a rhythmic pattern on percussion instruments to a steady beat.

Combine three different steady beats on instruments **See detailed Music Express planning**

Future learning: Pupils continue to explore tempo and timbre

Lesson 3:

Builds on: Yr1- To invent and perform rhythm patterns on body percussion to a steady beat.

Intent: L.O: To Perform a rhythmic pattern on percussion instruments to a steady beat.

Implementation: The ball Recognise and respond to different steady beats Throw bounce twist Perform a rhythmic movement pattern to a steady beat Throw bounce twist play Perform a rhythmic pattern on percussion instruments to a steady beat **See detailed Music Express planning**

Future learning: Pupils continue to create music on their own and with others

EYFS – Stories and Sounds (lessons 4-6)	YEAR 1-Weather	YEAR 2-Weather
<p>Copycat sounds</p> <ul style="list-style-type: none"> • Perform nonsense songs and accompanying actions. Play sound makers and instruments to accompany songs. <p>Rock candy</p> <ul style="list-style-type: none"> • Perform hand, arm and full body actions to accompany songs. 	<p>Lesson 1:</p> <p>Builds on: EYS- Recognise and explore how sounds can be made and changed.</p> <p>Intent: L.O: To. explore and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments.</p> <p>Implementation: Mister Wind Perform an action song about the wind Listen to the wind Explore making wind sounds using voices and body percussion Thunder Perform a chant and add thunder sounds using percussion See detailed Music express planning</p> <p>Future learning: Yr2- To listen in detail to a piece of orchestral music and perform a rhythmic chant by playing an independent rhythm pattern to accompany it.</p> <p>Lesson 2:</p> <p>Builds on: EYS- Match actions, vocal and instrumental sounds to experiences at certain times of day.</p> <p>Intent: L.O: To Improvising descriptive music</p> <p>Implementation: We're indoors Sing a song which explores changing dynamics and timbre Weather</p>	<p>Lesson 1:</p> <p>Builds on: Yr 1- To explore and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments.</p> <p>Intent: L.O: To listen in detail to a piece of orchestral music and perform a rhythmic chant by playing an independent rhythm pattern to accompany it.</p> <p>Implementation: Waiting for the bus Perform a chant rhythmically and with actions Waiting for the bus accompaniments Perform vocal and instrumental ostinato to accompany a chant Winter • The Four Seasons Watch a performance of Winter by Vivaldi and consider how the music depicts the weather See detailed Music Express planning</p> <p>Future learning: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Lesson 2:</p> <p>Builds on: Yr1-To Improvising descriptive music</p> <p>Intent: L.O: To accompany a song with three</p>

Tell me a tale

- Sing and act out cumulative stories within songs

chant Perform a chant with actions and vocal storm effects Stormy instruments Explore instrumental sounds for thunder, wind and rain effects **See detailed Music express planning**

Future learning: To accompany a song with three different repeated word patterns.

Lesson 3:

Builds on: Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard.

Intent: L.O: To Identify a sequence of sounds (structure) in a piece of music.

Implementation: Mister Beethoven's storm Sing a theme from The Pastoral Symphony and add weather actions Thunder and wind and rain Listen to Beethoven's depiction of a storm in The Pastoral Symphony Beethoven and me Create soundtracks for storm movies **See detailed Music Express planning**

Future learning: To compose music to illustrate a story.

different repeated word patterns.

Implementation: It's raining, it's pouring Learn to sing It's raining, it's pouring Rainy rap Learn to perform a rap Rainy patterns Accompany a song with three vocal accompaniment patterns **See detailed Music Express planning**

Future learning: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Lesson 3:

Builds on: Yr1- To Identify a sequence of sounds (structure) in a piece of music.

Intent: L.O: To compose music to illustrate a story.

Implementation: The wind and the sun Listen to Aesop's fable, The wind and the sun, and identify the moral The wind and the sun storyboard music Explore ideas for composing music for The wind and the sun The wind and the sun performance Record a performance of the story and group compositions **See detailed Music Express planning**

Future learning: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

EYFS - Moving Patterns	YEAR 1-Pattern	YEAR 2-Pattern
<p style="text-align: center;"><u>General musical focus - structure</u></p> <p><u>Minibeasts</u></p> <p>Perform cumulative circle game-songs and chants adding in sounds of different instruments.</p> <p><u>All aboard!</u></p> <p>Chant and sing 'call and response' patterns and join in with an African passing game using a strong beat.</p> <p><u>Dumplings</u></p> <p>Sing a _ and reverse the actions, arrange and rearrange musical sounds. Use vocal effects in an echo chant.</p> <p><u>Shape up!</u></p> <p>Sing cumulative songs using dried food shakers to accompany the singing. Use body percussion sounds to create a new song with a similar structure.</p> <p><u>Wheels</u></p> <p>Sing cumulative songs with actions and accompaniments on instruments and other sound sources.</p>	<p><u>Lesson 1:</u></p> <p><u>Builds on:</u> EYS- Chant and sing 'call and response' patterns and join in with an African passing game using a strong beat.</p> <p><u>Intent:</u> L.O: To Mark a steady beat with voices and body percussion by Counting and performing a steady beat in patterns of two, three, and four beats (metre)</p> <p><u>Implementation:</u> Creature beat Sing a song about animals and tap knees on the animal sounds Creature beat patterns Perform an animal song, marking beats with voices and bodies Creature beat counting Count out beats in groups of twos, threes, and fours See detailed Music express planning</p> <p><u>Future learning:</u> To perform and create steady beat patterns, including in groups, to accompany a song</p> <p><u>Lesson 2</u></p> <p><u>Builds on:</u> EYFS- Use body percussion sounds to create a new song with a similar structure.</p> <p><u>Intent:</u> L.O: To identify and explore different ways to emphasise the first beat in a repeating pattern or metre.</p>	<p><u>Lesson 1:</u></p> <p><u>Builds on:</u> Yr 1- counting and performing a steady beat in patterns of two, three, and four beats</p> <p><u>Intent:</u> L.O: To perform and create steady beat patterns, including in groups, to accompany a song</p> <p><u>Implementation:</u> Spider song Sing Spider song and count four-beat patterns Spider leg dance Identify a slow and a fast pulse within four-beat pattern Spider rhythms Play spider rhythms by making sounds on selected beats See detailed Music Express planning</p> <p><u>Future learning:</u> layer rhythms using untuned percussion instruments</p> <p><u>Lesson 2:</u></p> <p><u>Builds on:</u> Yr1-To identify and explore different ways to emphasise the first beat in a repeating pattern or metre.</p> <p><u>Intent:</u> L.O: To Performing and creating simple three-beat rhythms using a simple score</p> <p><u>Implementation:</u> Butterfly song Sing Butterfly song and count in three-beat</p>

OUR SENSES

General musical focus - timbre

Seaside

- Listen to sounds associated with the seaside, exploring them through play.

Clocks

- Match actions, vocal and instrumental sounds to experiences at certain times of day.

Soundwall

- Recognise and explore how sounds can be made and changed.

Papery sounds

- Recognise and control a variety of ways of making sounds with paper. Use the sounds expressively and descriptively.

Cake makers

- Recognise and control ways in which using different actions can make sounds change.

Teddy bear

- Match body actions to playing instruments. Create and perform expressive music to accompany narrative, responding to the graphics of a storyboard

Implementation: See detailed Music express planning

Future learning: children will perform and create simple three-beat rhythms using a simple score

Lesson 3:

Builds on: EYFS sing cumulative songs with actions and accompaniments on instruments and other sound sources.

Intent: L.O: To Exploring sounds on instruments and finding different ways to vary their sound

Implementation: See detailed Music Express planning

Future learning: To explore and interpret a score to perform different beat patterns with voices and percussion.

patterns Butterfly leg dance Identify a slow and a fast pulse within three-beat pattern Butterfly rhythms Play butterfly rhythms by making sounds on selected beats **See detailed Music Express planning**

Future learning: Make choices about musical structure.

Lesson 3:

Builds on: Yr1- Exploring sounds on instruments and finding different ways to vary their sound

Intent: L.O: To explore and interpret a score to perform different beat patterns with voices and percussion.

Implementation: Lilypad lakes Use a score to perform sounds in three- and four-beat patterns Insect leg dance Perform a song with two different beat patterns Insect ball Identify three- and four-beat patterns in music **See detailed Music Express planning**

Future learning: Understand how music can be organised in sequences and layers.

EYFS – Growth and Change (Lessons 4-6)	YEAR 1-Water	YEAR 2-Water
<p>Caterpillar</p> <p>Sing an action song and create hand and whole body movements. Perform actions to accompany music.</p> <p>Water, water everywhere</p> <p>Listen to water sounds and respond with quiet and loud vocal effects. Sing songs and respond to sounds through movement. Compose music using voices, body percussion, instruments and sound sources.</p>	<p>Lesson 1:</p> <p>Builds on: EYS-</p> <p>Intent: L.O: To create a picture in sound.</p> <p>Implementation: Splash Learn a song and add water sport actions A wave Create a splash in music using voices and then tuned percussion Wave composition Create a series of waves using percussion See detailed Music express planning</p> <p>Future learning: Yr2- To understand pitch through singing, movement and note names</p> <p>Lesson 2</p> <p>Builds on: EYS-</p> <p>Intent: L.O: To understand musical structure by listening and responding</p> <p>Implementation: In the aquarium Listen to Aquarium and play a melody extract on tuned percussion Aquarium storyboard Identify the structure of Aquarium Perform Aquarium Perform a dance sequence following the structure of Aquarium See detailed Music express planning</p> <p>Future learning: Yr2 To understand melody through songs, movement and performing pitch shapes on</p>	<p>Lesson 1:</p> <p>Builds on: Yr 1- Creating a picture in sound.</p> <p>Intent: L.O: To understand pitch through singing, movement and note names</p> <p>Implementation: Slippery fish Join in singing the song Slippery fish Slippery fish pitch movement Perform actions to show the pitch movement of the Slippery fish melody Slippery fish performance Perform Slippery fish with tuned percussion playing the melody See detailed Music Express planning</p> <p>Future learning: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>Lesson 2:</p> <p>Builds on: Yr1- To understand musical structure by listening and responding</p> <p>Intent: L.O: To understand melody through songs, movement and performing pitch shapes on tuned instruments.</p> <p>Implementation: The little green frog Learn to sing The little green frog Frog melody Learn to play part of the melody of The little</p>

The special drum

Respond in movement to loud and quiet drumming, and perform a song that grows louder and then fades away. Listen to a story about a drum which plays quiet and loud sounds.

tuned instruments.

Lesson 3:

Builds on: EYS

Intent: L.O: To perform a simple repeated pattern

Implementation: Rippling rhythm Identify and join in with a recurring musical idea in a piece of music
Row your boat Learn a song about activity on the water
Life is but a dream Learn to play a descending melody and create a performance **See detailed Music Express planning**

Future learning: Yr2_ To develop an understanding of pitch and use musical scales, high notes and low notes in a composition.

green frog Frog score Perform percussion following a score and add the song from memory **See detailed Music Express planning**

Future learning: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

Lesson 3:

Builds on: Yr1_ To perform a simple repeated pattern

Intent: L.O: To develop an understanding of pitch and Use musical scales, high notes and low notes in a composition.

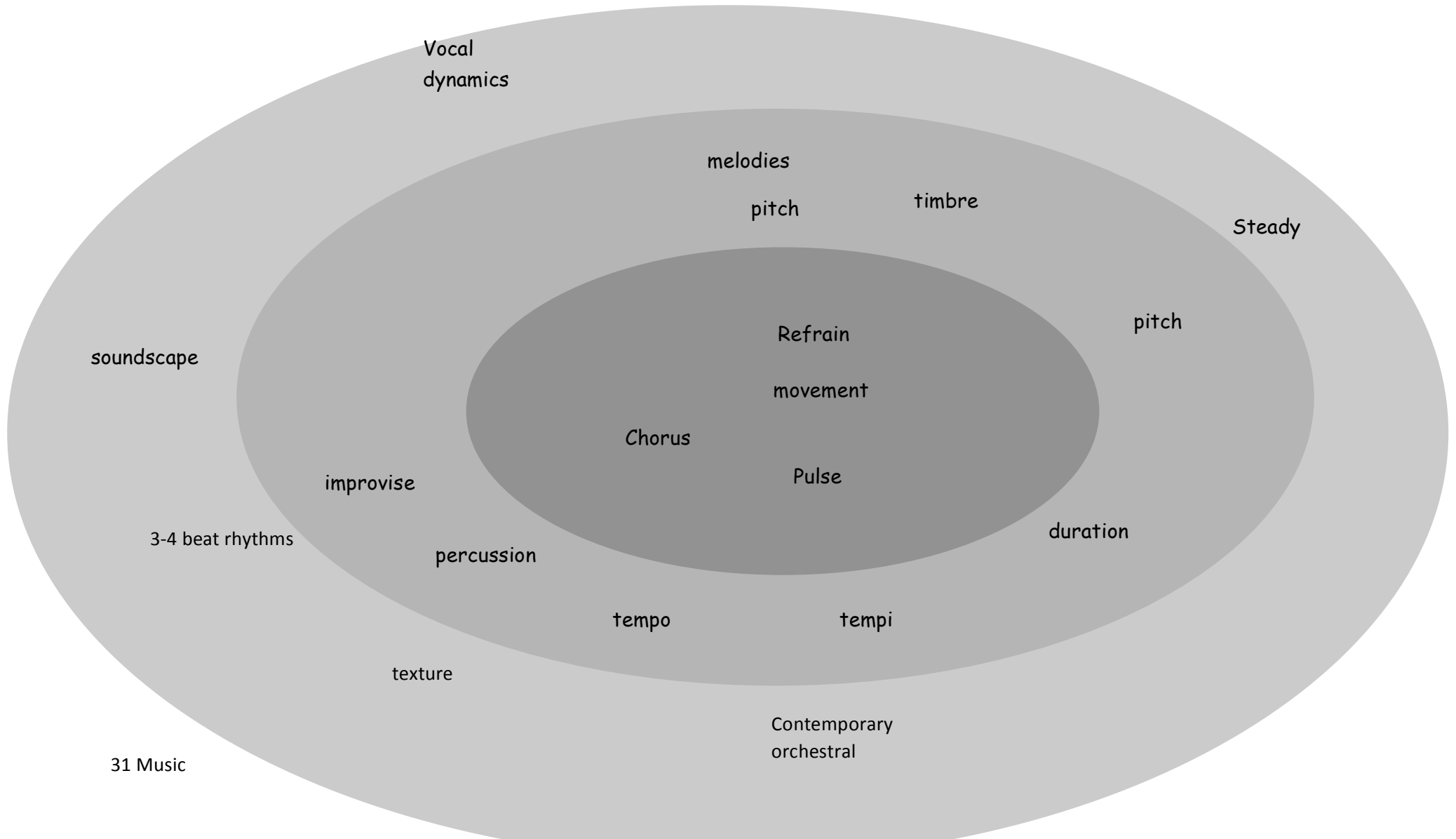
Implementation: Pond water Learn to play a musical effect to describe water
Sounds of pond life Explore musical ideas using tuned and untuned percussion instruments
Our pond Perform musical ideas following a leader **See detailed Music Express planning**

Future learning: play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

EYFS-Working World	YEAR 1-Our School	YEAR 2-Our Land
<p style="text-align: center;">General musical focus - texture</p> <p>Farm time</p> <ul style="list-style-type: none"> • Explore animal movements, matching them to sounds and performing them singly and in combination using a simple graphic score. <p>Our town</p> <ul style="list-style-type: none"> • Create and perform combinations of sounds used expressively to illustrate a town at night and day. <p>Recycling</p> <ul style="list-style-type: none"> • Explore and combine a variety of environmental sounds using litter. <p>Light</p> <ul style="list-style-type: none"> • Express feelings in music by responding to the moods suggested by the colours of the rainbow. <p>Working toys</p> <ul style="list-style-type: none"> • Create and perform a variety of sound sequences based on movements, first singly then in combination. <p>Robots</p> <ul style="list-style-type: none"> • Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score. 	<p>Lesson 1:</p> <p>Builds on: EYS- Make sequences of sounds with combinations of metallic instruments and sound makers in a song and a story. Use a simple graphic score.</p> <p>Intent: L.O: To Exploring different sound sources and materials</p> <p>Implementation: Mr Tap's classroom sounds Relate classroom sounds to a classroom map and its map key Our classroom sounds map Map sounds in the classroom and play a sequence of them Kitchen taps and table taps Watch a sound movie and make up a piece of table-tapping music See detailed Music express planning</p> <p>Future learning: Yr2- To Exploring timbre and texture to understand how sounds can be descriptive</p> <p>Lesson 2</p> <p>Builds on: EYS- Create and perform combinations of sounds used expressively to illustrate a town at night and day.</p> <p>Intent: L.O: To. Listen to dynamics and duration of sounds around the school to Create two contrasting</p>	<p>Lesson 1:</p> <p>Builds on: Yr 1- To Exploring different sound sources and materials</p> <p>Intent: L.O: To Exploring timbre and texture to understand how sounds can be descriptive</p> <p>Implementation: Map of myths - Scotland • Northern Ireland Explore myths of Scotland and Northern Ireland using vocal and body percussion sounds Sounds of water Identify water-inspired instrumental sounds in music Lochs and monsters, seas and giants Explore instrumental sounds to accompany monster and giant myths See detailed Music Express planning</p> <p>Future learning: to improvise and compose music</p> <p>Lesson 2:</p> <p>Builds on: Yr1-To L.O: To. Listen to dynamics and duration of sounds around the school to Create two contrasting textures.</p> <p>Intent: L.O: To Listening to and identifying contrasting sections of descriptive music.</p> <p>Implementation: Map of myths - Wales • England Explore myths of Wales and England</p>

	<p>textures.</p> <p>Implementation: See detailed Music express planning</p> <p>Future learning: Yr2 To Listen to and identify contrasting sections of descriptive music.</p> <p>Lesson 3:</p> <p>Builds on: EYS</p> <p>Intent: L.O: To Creating a soundscape as part of a song performance</p> <p>Implementation: The compass song Sing a song and listen to sounds to the north, south, east and west of Stephen's school Outside our school Film the environment to the north, south, east and west of the school Our compass music Create a soundscape of your school surroundings to add to 'The compass song'. See detailed Music Express planning</p> <p>Future learning: Yr2- To Listen to, and evaluate composition.</p>	<p>using vocal and body percussion sounds Sounds of ice and wind Identify ice-inspired instrumental sounds in music Mountain knights, forest heroes Explore instrumental sounds to accompany the knights and heroes myths See detailed Music Express planning</p> <p>Future learning: listen with attention to detail and recall sounds with increasing aural memory</p> <p>Lesson 3:</p> <p>Builds on: Yr1-To L.O: To Creating a soundscape as part of a song performance</p> <p>Intent: L.O: To Listen to, and evaluate composition. Rehearsing and refining to develop a performance.</p> <p>Implementation: Voices in sequence Rehearse the vocal sounds and chants for Map of myths Instruments in sequence Rehearse the instrumental sounds for Map of myths Map of myths performance Rehearse, record and make a Map of myths slide show See detailed Music Express planning</p> <p>Future learning: listen with attention to detail and recall sounds with increasing aural memory.</p>
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YEAR GROUP VOCABULARY



Vocal
dynamics

melodies

pitch

timbre

Steady

soundscape

pitch

Refrain

movement

Chorus

Pulse

improvise

duration

3-4 beat rhythms

percussion

tempo

tempi

texture

Contemporary
orchestral

31 Music